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ABSTRACT

California State Standard 7.8 is delineated in the following manner: "Students analyze the origins, accomplishments, and diffusion of the Renaissance," in terms of the way in which the revival of classical learning and the arts affected a new interest in humanism; the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities; the effects of reopening the ancient Silk Road between Europe and China, including Marco Polo's travels; the growth and effect of ways of disseminating information; and advances in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy. Dramatic changes occurred in secular and religious life in Europe during the Renaissance, a watershed period in world history. Beginning in the city-states of Italy, the Renaissance spread throughout Europe. This lesson discusses the uses and significance of the topic ("Beginning the Topic"; "Developing the Topic"; "Culminating the Topic"); extended and correlated activities; resources for the sample topic; visual and performing arts resources; and Web sites. Four appendices contain additional information. Suggested time for lesson implementation is five class periods. (BT)

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CALIFORNIA History-Social Science

Course Models

World History and Geography: Medieval and Early Modern Times

The Renaissance

Grade 7 Model Lesson for Standard 7.8

Edited by Dr. Michelle Zachlod

2001

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World History and Geography: Medieval and Early Modern Times

The Renaissance

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Grade 7
World History and Geography:
Medieval and Early Modern Times

The Renaissance

Standard 8: Students analyze the origins, accomplishments and diffusion of the Renaissance, in terms of:

1. The way in which the revival of classical learning and the arts affected a new interest in "humanism" (i.e., a balance between the intellect and religious faith)
2. The importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice) with emphasis on their importance in the spread of Renaissance ideas.
3. The effects of re-opening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.
4. The growth and effect of ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing)
5. Advances in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., biographies of Dante, da Vinci, Michelangelo, Gutenberg, Shakespear)

Sample Topic:
Origins and accomplishments of the Italian Renaissance

Suggested time:
5 Class Periods

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Significance of the Topic:

Dramatic changes occurred in both secular and religious life in Europe during the Renaissance, a watershed period in world history. The reawakening of interest in art, architecture, literature, and scientific thought of Greece and Rome ignited a revival of classical learning. Schools were formed throughout the Italian peninsula to foster a study of the classical writers such a Cicero, Horace, Livy. Sculpture, mosaics, and the architectural styles of both Greece and Rome awakened a new interest among the artists and architects of Renaissance Italy. Wealthy families became patrons of the arts and vied with one another to make their principality a center of classical learning. Families such as the d'Medici of Florence, the Sforsa and Visconti of the Venetian Republic and the popes of Rome sought to sponsor brilliant and promising young painter, sculptors, architects, and writers. The result was a flowering of a new cultural awakening called the Renaissance. Beginning in the city states of Italy, the Renaissance spread throughout Europe. Artists north of the Alps flocked to study new techniques and styles in Italy.

Texts often divide the study of the period into two distinct sections usually entitled the Italian Renaissance and Northern Renaissance. All too often giving the impression that one was separate and distinct from the other. The flourishing of art in Northern Europe coincided with the High Renaissance in Italy. Michelangelo (1475-1564) was a contemporary of Holbein (1497-1543) and da Vinci (1452-1519) a contemporary of Druer (1471-1528).

The study of this key period in world history can follow many different venues. One key element is the concept or Renaissance Humanism and the study of the individual or "uomo universale." The Renaissance was not so much a rebirth of classical learning but a reawakening of interest in literature, art, and the sciences. It likewise was a period of new exploration in all realms of human accomplishments. The Renaissance awakened new political interests and writers such as Machiavelli began to compile histories of local city states as well as political tracts that were a break from the past.

The history of the Renaissance is interlocked with that of the Reformation (Standard 9) just as it is connected to the economic, political, religious, and social history of the late Middle Ages (Standard 6). The study of the Renaissance also opens avenues to the exploration of the Scientific Revolution (Standard 10).

A

Beginning the Topic

Connect the Renaissance with the previous study of the geographic, political, economic, religious, and social structures of the civilizations of the Medieval Europe (Standard 6) through a brainstorming activity. Make a list of what students recall of their study of the late Medieval period. Ask how the Crusades and the increasing contact of cultures of the Eastern Mediterranean world stimulated trade and "awakening" of interest in science and classical learning in Western Europe.

Trace the routes of the thirteenth-century traveler Marco Polo to China on a map. What were the effects of re-opening the ancient "Silk Road" between Europe and China? Read to the class excerpts from *The Travels of Marco Polo* or have students research his travels and report to the class on how word of the wealth of the Mongol court was disseminated throughout Europe. Ask students to react to the following description Marco Polo wrote of Cambaluc, capitol of Cathay:

> Everything that is most rare and valuable in all parts of the world finds it way [here]: ..... for not fewer than 1,000 carriages and pack-horses loaded with raw silk make their daily entry; and gold tissues and silks of various kinds are manufactured to an immense extent.

Have students imagine they are living in Europe in the early fourteenth century. How would they react to stories of the riches of China? How would stories of Marco Polos's travels have stimulated an interest in Asian trade?

Examine a map of the Italian peninsula and locate Venice, the home of Marco Polo. What geographic factors made Venice one of the major trading centers of Europe? What other cities on the peninsula do you think would also be considered major trading centers in fourteenth-century Europe? Note that shortly after Marco Polo's return to Venice he was captured and held prisoner in Genoa, Venice's rival. It was during his imprisonment in Genoa that Marco Polo wrote an account of his travels to Cathay.

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B
Developing the Topic

Explain how wealth generated from expanding trade, newly emerging industries such as woolens and silk, and the development of banking houses throughout Europe generated great wealth. Cities involved in trade became thriving commerce centers.

Have students locate ten to fifteen places on a topographical map of Europe that they believe to be major trading centers. Remind students that not only were cities involved in sea trade but also in overland trade. You may have students work individually or in groups. They should be able to explain why they believe the places they designated would be major trading centers. Follow discussion, locate some of the major trading centers of the late fourteenth and early fifteenth century (see Appendix 1 for a listing of some of these important trading centers). Compare the locations members of the class identified with actual trading centers on a political map of Europe. What are the geographical factors that were important to the development of trading centers? Are these same factors still important today?

Have students react to the following generalization:

The expansion of trade stimulated the development of cities and prompted new industries.

Discuss student responses. Have students examine their textbooks and other sources to support of refute this generalization. What evidence is given to support this statement?

Explain to the class that cities of the fourteenth century were considerably smaller than cities today. Note that the cities of Venice, Florence, and Paris in the fourteenth century had populations of approximately 100,000 each. Genoa, Milan, Barcelona, and London were next in size with approximately 50,000 inhabitants while trading centers of the Hansa and Flanders were about 40,000.

The Hansa exercised great economic in the Germanys and resisted the political control by the Holy Roman Empire virtually exercising both political and military independence. The Hansa had its own legal code. The Law of Lubeck, diplomats, and even its own flag. By 1500 the Hansa was in decline and trading centers in England and Holland came into dominance.

Ask students to speculate on the importance of banks to the development of trade and commerce. Have individual students research the rise of banking in Europe and report to the class on the Fuggers of Augsburg, Cosimo d'Medici of Florence, and Jacques Couer of Bourges.

Discuss the importance of trade and banking to the development of cities. Consider such questions as: How did wealth accumulated through banking help to secure political power for Europe's leading bankers? Why was a banking system important to trade and developing industries? How important were uniform weights and measures and a stable currency to trading centers? Hod did money economics stimulate the growth of cities? Why were the golden ducats of Venice and the florins of Florence popular in international trade? What currencies take the place of the florins and ducats in today's trading economy? Why? What role did the new business class play in the political and economic development of Western Europe?

Once students have an understanding of the impact of trade and commerce in Western Europe, ask them to speculate on the importance of technological change. Write the following on an overhead transparency or chalk board:

"The development of printing was the most sweeping technological revolution between the wheel and the steam engine."

Why would historians place such emphasis on the development and popular spread of printing? Read a contemporary's estimation of Gutenberg in a letter written by William Fichet who brought a Gutenberg press to Paris (Appendix 2).

Discuss how printing promoted the diffusion of ideas. To what extent did printing impact polotics and religion?

As a class activity you may wish to have students copy one page of their textbook and decorate it with pictures and geometric designs similar to those of the works of monks in monasteries throughout Europe in the Middle Ages. Keep a record of the time it takes to copy a single page of the book to determine how many hours it would take to reproduce the book by hand. How wide a circulation would you expect of such books created by hand? How important was the discovery of printing? Discuss how the printing press increased the spread of knowledge.

C
Culminating the Topic

Have students review texts to find a definition of Renaissance Humanism. Working with that definition have students analyze several passages from Italian Renaissance writers (Appendix 3). To what extent do these quotations reflect Renaissance Humanism? Are they a departure from the scholsticism of the Medieval period? How would a Renaissance Humanist react to the Greek philosopher Protagoras's statement, "Man is the measure of all things."

Impress upon students that Renaissance humanists believed that learning could be used to achieve a happy life.

Once students have understanding of the spirit of humanism that was characteristic of the Renaissance, focus on the Renaissance in Italy by having students examine the important Italian city states an principles. Divide the class into groups and have each group research a different locale. You may select from any number of prominent Italian city states but be sure to include Florence, Venice, Milan, and Rome (Papal States). Urbino, Siena, Bologna, Mantua, and Pisa are among others you may wish to consider. Have each group research the importance of the city during the Italian Renaissance and report on its political, economic, and social structure. They should focus their study from the late thirteenth to the sixteenth century. Remind students that they will be examining a city over a period of time and should note changes in the political, economic, and social structure of the city that may have taken place over time. Students should also compile a list of famous persons from that city of region and explain how their contributions to the fame of the city. Encourage groups to present their research to the class in creative ways such as a skit that illustrates the importance of their city or in an illustrated history of the city in a "big book" format. Presentations should include slides or photographs of famous art works and unique Renaissance buildings that are associated with the city.

Follow class presentations, have individual students prepare brief reports on leading figures of the "Northern Renaissance." Insure that students research artists as well as writers associated with the Renaissance in England, France, Spain, the Netherlands, and the Germanys. (See Appendix 4 for a listing of some of the prominent figures of the "Northern Renaissance.")

Explain that the ideas of the Italian Renaissance spread north of the Alps as a result of trade and the exchange of ideas. People learned of the achievements of the Italian Renaissance from travels to Italy, widely circulated books, and from wars that brought foreign troops into Italy during various phases of the Renaissance. Also, kings and wealthy princes hired notable Italian artists and writers to serve their courts (King Francis I of France became the patron of Leonardo da Vinci). Ask students how ideas are spread today.

Construct a class time line listing the prominent persons of both the Italian and Northern Renaissance. Illustrate the time line with sketches of photocopies of their important works. As an alternative create a "living time line" in which students, either in period costume or carrying a symbol of their trade, place themselves along a classroom time line. Each student in the role of the Renaissance figure should briefly explain why he or she stands out as the best example of Renaissance humanism, the true *uomo universale*.

NOTE TO TEACHER

If possible arrange for a tour of an art gallery that has a display of late Medieval and Renaissance art since art is an integral part of the study of the Renaissance. Arrange in advance for the docent to point out how Renaissance art changed over time. You may also wish to have the art teacher at your school or a local high school conduct a class session on characteristics of Renaissance art. Link the trip to the art gallery of the art presentation to the history of the period by having students examine how particular works of art reflect social, religion, political, and /or economic aspects of Renaissance society.

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Extended and Correlated Activities

- Compare the Gutenberg printing press with that used by Benjamin Franklin and with a modern printing press. Arrange for a tour of a local newspaper and inquire about the printing press it uses in publishing daily newspapers. Investigate how the computer's communication revolution is similar to or different from the development or printing in the Age of Gutenberg.

- Research Dante's *Divine Comedy* and read selections from "The Inferno." Use Dante's "Inferno" as a model for a creative writing exercise in which you examine the work in the last quarter of the twentieth century. Who would you place in your modern "inferno" and what punishments would you associate with their crimes?

- Read excerpts from Machiavelli's *The Prince* and prepare an oral report to the class on the concept of political leadership. What must a prince do to gain and maintain power? How does the "ideal" prince according to Machiavelli compare or contrast with politicians on today's society?

- Conduct a survey of public and private buildings in your community. Which of these follows the classical style of architecture so popular during the Italian Renaissance.

- Examine paintings associated with the early Renaissance to those of the Mannerist school of the High Renaissance. How do they differ in style? Does the subject matter of the artists associated with thirteenth-century painting differ from that of those of the late sixteenth and seventeenth centuries?

- Research the lives of two contemporary artists of literary giants of the Renaissance. Select one from the Italian and the other from the "Northern Renaissance." Write a biography following the classical writer Plutarch's parallel lives. How are these two Renaissance figures similar? Different? What was their reputation during their lifetime? How are they regarded today in the field of art or literature?

- Assume the role of the curator of an art gallery and select the works of ten Renaissance artists for a special exhibit. What one piece of art would you include in your exhibit from each of the ten artists? Write a review or your exhibit from each if the ten artists for a local newspaper and explain;
    - ❖ Why you selected these ten artists
    - ❖ The reason for the selection of one of their masterpieces over other they created
    - ❖ How these works reflect the spirit of the Renaissance
    - ❖ What meaning does this exhibit have in the works today

- Make a list of the most important technical discoveries and advances during the Renaissance. How would your life be different today without these adcences?

- Compile a report on the Notebooks of Leonardo da Vinci. What subjects did he address in his notebooks? Does da Vinci stand-out as a man "ahead of his time"? Explain

- Use the National Gallery of Art's exhibit *Art in the Age of Exploration Circa 1492* as a guide for the examination of events in other parts of the world that occurred at the time of the Renaissance in Europe. (See Resources for reference to the National Gallery of Art catalog of the exhibit.)

- Report on famous women of the Renaissance including such individuals as Isabella d'Este, Marquise of Mantua; Dorotea Bucca, a noted lecturer in medicine at the University of Bologna; Sofonisba Anguissola, an artist who serve as a court painter to the King of Spain. Research changing gender roles during the Renaissance. Using a television panel show format interview a cross section of women about their lives and interests. Did the status of women change during the Renaissance" Who were the leading women of the period? What influence did they have on society?

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Resources for the Sample Topic

The following should be added to the resources for the sample topic. See Course Model for Grade 7, *Medieval and Early Modern Times*, pages 268-78.

Bernier, Oliver. *The Renaissance Princes*. Chicago: Stonehenge Press, 1983. This volume in the Treasures of the World Series focuses on the great patrons of the Italian Renaissance. Recommended as teacher reading.

Calliope: *World History for Young People*. Peterborough, NH: Cobblestone Publishing. Published five times during the school year, this magazine is a helpful resource on numerous topics in world history. "Introduction to the Renaissance" (May / June 1994) and "The Doges of Venice" (March / April) are two of the numerous issues that compliment the study of this unit. For back copies of subscription information write Calliope's World, 7 School Street Peterborough, NH 03458

Italian Renaissance. Edited by John D. Clare. San Diego: Harcourt Brace & Co., 1995. An easy to read and well illustrated book exploring the Renaissance in Italy. Each short chapter details a different aspect of the Renaissance.

•Polo, Marco. *The Travels of Marco Polo*. Various editions. In addition to hardback form, several paperback editions of this travel classic are available.

The Power of the Past: Florence with Bill Moyers. VHS. Alexandria, VA. PBS, n.d. Bill Moyers, guided by art historians and Florentine citizens, tours the city's Renaissance legacy. Although rather advanced for seventh grade students, the video examines masterpieces of Florentine art including Michelangelo's frescoes in the Branacacci Chapel.

Raboff, Ernest. *Albrecht Durer*. New York: Harper Press, 1988. This book is one of a n outstanding series that integrates history, culture, and art. See also Raboff's books on Michelangelo, da Vinci, and Raphael. **

Scholderer, Victor. *Johann Gutenberg, The Inventor of Printing* (Revised edition). Longwood Publishing Group, 1970. This teacher's resource offers a brief, illustrated discussion of an inventor who changed the world. •

• taken from *Literature for History-Social Science Kindergarten Through Grade Eight*, revised edition (California Department of Education, 1993)

** see page 84 of *Literature for History-Social Science Kindergarten Through Grade Eight*, revised edition (California Department of Education, 1993); entry changed to eliminate Rembrandt who was not a Renaissance painter.

The following resources from pages 268-278 (given by author's last name or title and page) should be included in Resources for the Sample Topic.

Page 268
Aton
Page 269
Bloom
Brown
Chamberlain
Page 270
Denely
Don Quixote and Sancho Panza. Adapted by Margaret Hodges (delete the asterix)
Page 271
Erasmus
Fisher
Page 272
Folger Shakespeare Library
Garfield
Page 273
Gross
Hail PLEASE CORRECT: the author's name is spelled Hale not Hail.
Handbook of the Renaissance
Hibbard
Howarth
Page 274
Italian Renaissance Art and Architecture
Jacobs
Jeffery
The life of Leonardo da Vinci
Machiavelli
Michelangelo: Self Portrait
Page 275
The Raphael
Page 276
Reese
Renaissance, Maker of Modern Man
Richmond
Roberts
Rumsey
Saavedra
Page 277
Stanely
Stearns
Symcox
Page 278
Unknown Leonardo
Venice, A Documentary History
Ventura (Michelangelo's World)
Wood
Zammittio

Visual and Performing Art Resources:
Several titles in the Course Model publication have been marked as Visual and Performing Arts Resources. This unit in the current publication does not have this category. If such a category is not created these works should be included in the Resources for the Sample Topic.

Art in the Age of Exploration: Circa 1492. Edited by Jay A. Levenson. New Haven: Yale University Press, 1991. This expansive exhibit catalog of the 1992 quincentennial of Columbus's voyage examines art from around the world during the age of exploration. Many of the classic works of Renaissance artists are included.

Page 270
Dance Through Time
Page 271
Fire Art Collections
Page 274
Masterpieces of Italian Art
Page 276
Renaissance Gallery
Page 277
Shorewood Fine Art Reproductions

Websites

The J. Paul Getty Museum. http://www.getty.edu/museum/
The Getty Museum has an exceptionally good collection of Renaissance paintings. The museum homepage provides information regarding education programs and tours if the Getty.

Metropolitan Museum of Art. http://www.metmuseum.org
New York's Metropolitan Museum's is one of the largest and most prestigious museums in the United States. It's collection includes works of art from prehistory to the present. The Metropolitan is home of a number of the paintings of the masters of the Renaissance.

National Gallery of Art. http://www.nga.gov
The National Gallery of Art in the nation's capitol has a fine collection of Renaissance art. The gallery's homepage provides information about special collections as well as loan and purchase opportunities of collection reproductions.

Renaissance Art. http://witcombe.bcpw.sbc.edu/ARTHLinks2.html
This website is maintained be Chris Witcombe, Professor of Art History at Sweet Briar College, VA. The website includes material on Later Gothic Art in Italy, Italian art during the early Renaissance and The High Renaissance and Mannerism, and in the art of 15th and 16th century Northern Europe and Spain

Renaissance Masters. http://dir.yahoo.com/Arts/Artists/Masters
Using Yahoo to art masters leads students to the above website that includes over 20 Renaissance masters from Alberti to Vecellio (Titain). Each link offers information and illustrations of the work of noted Renaissance artists. http://dir.yahoo.com/Arts/Artists/Masters/Sculptors provides a similar link to sculptors. Each of the links provides from one to 15 illustrations of master works of the artists to sculptor.

Vatican Museum. http://www.christusrex.org/www1/vaticano/0-Musei.html
The Vatican Museum contains a number of treasures of the Renaissance. The website provides special opportunities for students to view some of the works of great masters.

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Appendix 1

Some Leading Trading Centers in Europe

Trading cities developed along coastal regions, at the mouth and junction of major rivers, at mountain passes, or at centers noted for the production of goods (e.g., lace, woolen, leather, silver, etc.)

Antwerp
Augsburg

Barcelona
Basel
Berne
Bonn
Bordeaux
Breman
Bruges
Brunswick
Brussels

Cologne

Danzig

Ferrara
Florence
Frankfort-on-Main

Genoa

Hamburg

London

Lubeck

Mainz
Mantua
Marseilles
Milan
Munich

Naples

Orleans

Padua
Paris

Rome
Rotterdam

Sienna

Venice
Verona
Vienna

Zurich

Appendix 2

Gutenberg

William Fichet Letter to a Friend

...Great light has been thrown by the breed of new makers of books, whom within our memory, Germany has sent broadcast into every quarter. For they say that there, not far from the city of Mainz, there appear a certain John whose surname was Gutenberg, who first of all men, devised the art of printing, whereby books are made, not by a reed, as did the ancients, not with a quill pen, as do we, but with metal letters, and that swiftly, neatly, beautifully. Surely this man is worthy to be loaded with divine honors by all the Muses, all the arts, all the tongues of those who delight in books, and in all the more to he preferred to gods and goddesses in that he has out the means of choice within reach of letters themselves and of mortals devoted to culture.....

But that Gutenberg has discovered things far more pleasing and more divine, in carving out litters in such fashion that whatever can be said or thought can by them be written down at once and transcribed and committed to the memory of posterity.

Voices of the Past: Readings in medieval and Early Modern History, edited by James Hanscom, Leon Hellerman, and Ronald Posner (New York: Macmillan, 1967), p. 126.

Appendix 3

Quotes from Italian Renaissance Writers

All men whose higher nature has endowed them with a love of truth, obviously have the greatest interest in working for posterity, so that in return for the patrimony [inheritance] provided for them by their predecessors labors they may make provision for the patrimony of future generations. Certainly a man who has received public instruction would be far from performing his duty if he showed no concern for the public weal [welfare], for he would not be a "tree by the streams of waters, being his fruit in due season," but rather an erosive whirlpool always sucking in and never returning what it devours. Therefore, as I have often reminded myself of these things and wish not to be charged with burying my talent, I endeavor not only to grow in public usefulness but also to bear fruit by publishing truths that have not been attempted by others.....

Dante Alighireri
from Book One of *De Monarchia*

source: Dante Alighieri, *On World Government or De Monarchia* translated by Herbert W. Schneider (New York: Bobbs Merrill Co., 1949), as cited in *The Renaissance and the Reformation, 1300-1600*, edited by Donald Weinstein (New York: The Free Press, 1969), pp.39-40

* * * * * *

.....My principle is that, as concerning the glory which we may hope for here below [on earth], it is right for us to seek while we are here below. One may expect to enjoy that other more radiant glory in heaven, when we shall have there arrived, and when one will have no more care or wish for the glory of earth.....

Francesco Petrarca
The Secret, or the Soul's Conflict with Passion
Third Dialogue

Francesco Petrarca, *The Secret, or the Soul's Conflict with Passion*, as cited in *The Renaissance and the Reformation, 1300-1600*, edited by Donald Weinstein (New York: The Free Press, 199),pp. 64 & 67

* * * * * *

....I have come to understand why man is the most fortunate of creatures and consequently worthy of all admiration and what precisely is that rank which is his lot in the universal chain of Being – a rank to be envied not only by brutes but even by the stars and by minds beyond this world. It is a matter past faith and a wondrous one. Why should it not be? For it is on this very account that man is rightly called and judged a great miracle and a wonderful creature indeed.....

Giovanni Pico Della Mirandola
Orientation on the Dignity of Man

The Italian Renaissance, Werner Gundersheimer, editor (Englewood Cliffs, NJ: Prentice Hall, 1965), p.95

* * * * * *

....A man who wishes to make a profession of goodness in everything must necessarily come to grief among so many who are not good. Therefore it is necessary for a prince, who wishes to maintain himself, to learn how not to be good, and to use this knowledge and not use it, according to the necessity of the case....

A prince ... must imitate the fox and the lion, for the lion cannot protect himself form traps, and the fox cannot defend himself from wolves. One must therefore be a fox to recognize traps, and a lion to frighten wolves. ... Therefore, a prudent ruler ought not keep faith when by so doing it would be against his interest. ... If men were all good, this precept would not be a good one; but as they are bad, and would not observe their faith with you, so you are not bound to keep faith with them....

... Thus it is well to seem merciful, faithful, humane, sincere, religious. And also to be so; but you must have the mind so disposed that when it is needful to be otherwise you may be able to change to the opposite qualities. ...

Niccolo Miachiavelli, *The Prince*

Niccolo Machiavelli, *The Prince* as sited by *Viewpoints in World History*, edited by Bernard Feder (New York: American Book Company, 1974), pp. 160-61

Appendix 4

Notable Individuals of the Northern Renaissance

Artists:
- Hieronymus Bosch
- Peter Brueghel the Elder
- Albrecht Durer
- Jan van Eyck
- Hans Holbein the Younger
- Domenico Theotocopuli (El Greco)

Writers:
- Miguel de Cervantes
- Desiderius Erasmus of Rotterdam
- Loiuse Labe
- Marguerite, Duchess of Alencon (later Queen of Navarre)
- Christopher Maflowe
- Michel de Montaigne
- Sir Thomas More
- Christine de Pisan
- Francois Rabelais
- William Shakespear
- Lope de Vega

Scientists and Inventors:
- Nicholas Copernicus
- Johann Gutenberg
- Paracelsus
- Andreas Vesalius

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